The Ideas And Practices Of Interactive Foreign Language Instruction.

Saidova Ma'mura Sulaymonovna
Uzbekistan State World Languages University. Tashkent.

Abstract: The English language is extremely vital today. Because everyone now has the possibility to pursue higher education overseas, an increasing number of people require English in order to attend universities and colleges. New concepts in science and health emerge at such a rapid pace that it is hard to translate everything into multiple languages. The interchange of scientific, technological, and cultural knowledge broadens and strengthens international ties. Foreign language instruction is a matter of state importance in this circumstance.

Keywords: instruction, technique, talents, perplexing, literacy, silent reading, intonation, accent, impersonation.

Introduction

Communicative language learning Communicative language learning , also known as the communicative approach, emphasizes interaction as both a means and an end goal of language learning. "Communicative Language Teaching" is not so much a method in itself, but an approach. In recent years, task-based language learning, also known as task-based language learning or task-based learning, has steadily grown in popularity, is a further refinement of the CLT approach, emphasizing successful task performance as an organizing function and the basis for assessing language learning. The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English. And opportunities to learn English are provided in many different ways such as through formal instruction, travel, study abroad, as well as through the media and the Internet. The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. Learners set themselves demanding goals. They want to be able to master English to a high level of accuracy and fluency. Employers, too, insist that their employees have good English language skills, and fluency in English is a prerequisite for success and advancement in many fields of employment in today's world. The demand for an appropriate teaching methodology is therefore as strong as ever. In this booklet we will examine the methodology known as communicative language teaching, or CLT, and explore the assumptions it is

based on, its origins and evolution since it was first proposed in the 1970s, and how it has influenced approaches to language teaching today. Since its inception in the 1970s, CLT has served as a major source of influence on language teaching practice around the world. Many of the issues raised by a communicative teaching methodology are still relevant today, though teachers who are relatively new to the profession may not be familiar with them. This booklet therefore serves to review what we have learned from CLT and what its relevance is today.

Advocates of CLT also recognized that many learners needed English in order to use it in specific occupational or educational settings. For them it would be more efficient to teach them the specific kinds of language and communicative skills needed for particular roles, (e.g., that of nurse, engineer, flight attendant, pilot, biologist, etc.) rather than just to concentrate on more general English. This led to the discipline of needs analysis – the use of observation, surveys, interviews, situation analysis, and analysis of language samples collected in different settings – in order to determine the kinds of communication learners would need to master if they were in specific occupational or educational roles and the language features of particular settings. The focus of needs analysis is to determine the specific characteristics of a language when it is used for specific rather than general purposes. Such differences might include: Differences in vocabulary choice Differences in grammar Differences in the kinds of texts commonly occurring Differences in functions Differences in the need for particular skills ESP courses soon began to appear addressing the language needs of university students, nurses, engineers, restaurant staff, doctors, hotel staff, airline pilots, and so on.

The direct method of teaching was developed as a response to the Grammar-Translation method. It sought to immerse the learner in the same way as when a first language is learnt. All teaching is done in the target language, grammar is taught inductively, there is a focus on speaking and listening, and only useful 'everyday' language is taught. The weakness in the Direct Method is its assumption that a second language can be learnt in exactly the same way as a first, when in fact the conditions under which a second language is learnt are very different.

Interactive learning is associated with many benefits for students. (Click **here** for an annotated bibliography on interactive learning.) Group work that is a common element of interactive learning more closely aligns with the collaborative methods of most occupations and professional academics. Research consistently finds that interactive methods correlate with positive student outcomes, such as higher rates of attention, interest in subject matter, and satisfaction.

Interactive classrooms also perform better on measures of student learning. One meta-analysis found that in STEM classrooms with "active learning," broadly defined, student exam scores improved by about six percent.

In addition to greater retention, interactive classrooms perform better (compared to lecture only) on higher-order learning measures of *Bloom's Taxonomy*, like analysis, synthesis, and evaluation. Furthermore, interactive learning is associated with improved learning for typically at-risk students, like minorities and first-generation college students, making it an important part of inclusive teaching.

This approach allows teachers:

1) to create a classroom atmosphere that helps to encourage students to ask questions and seek answers, take (as a basis) the following types of training that would facilitate the development of critical thinking and independent acquisition of knowledge, encourage reflection;

2) to apply existing methods, become a thoughtful professional, which means to learn how to observe carefully, identify problems and create new strategies to solve them;

3) to be a model for other students, transfer knowledge to them. In turn, students learn to think critically, solve difficult problems based on analysis of circumstances and relevant information, make thoughtful decisions, participate in discussions, communicate with other people.

References:

1. Bonwell, C., & Eison, J. A. (1991). Active learning: Creating excitement in the classroom. ASHE-ERIC Higher Education Reports.

2. Crone, J. A. (1997). Using panel debates to increase student involvement in the introductory sociology class. *Teaching Sociology 25*(3), 214-218.

3. Botir E., Muxtarovna B. D. THE IMPORTANCE OF DISTANCE LEARNING IN THE PROCESS OF TEACHING FOREIGN LANGUAGES //Gospodarka i Innowacje. –2022. - T. 22. –C. 148-151.

4. Felder, R. (2001). Hang in there: Dealing with student resistance to learner-centered teaching. *Chemical Engineering Education*, *43*(2), 131-132.

5. Botir E., Muxtarovna B. D. THE IMPORTANCE OF DISTANCE LEARNING IN THE PROCESS OF TEACHING FOREIGN LANGUAGES //Gospodarka i Innowacje. –2022. - T. 22. –C. 148-151.

6. Freeman, S., Eddy, S.L., McDonough, M., Smith, M.K., Okoroafor, N., Jordt, H., & Wenderoth, M.P. (2014). Active learning increases student performance in Science, Engineering, and Mathematics. *Proceedings of the National Academy of Sciences of the United States of America 111*(23), 8410-8415.

7. Handelsman, J., Miller, S., & Pfund C. (2007). *Scientific teaching*. Madison, WI: Wisconsin Program for Scientific Teaching.

8. Messineo, M., Gaither, G., Bott, J., & Ritchey, K. (2007). Inexperienced versus experienced students' expectations for active learning in large classes. *College Teaching*, *55*(3), 125-133.

9. Sivan, A., Leung, R. W., Woon C., & Kember D. (2000). An implementation of active learning and its effect on the quality of student learning. *Innovations in Education and Training International, 37*(4), 381-389.

10. Furkatovna, A. N., & Furkatovna, A. F. (2021, January). INNOVATIVE ACTIVITY IN THE FIELD OF TOURISM. In Euro-Asia Conferences (Vol. 1, No. 1, pp. 308-309). http://papers.euroasiaconference.com/index.php/eac/article/view/97

11. Amanova N.F Amanova F.F (2022) Malum bir maqsadga qaratilgan va maxsuslashgan til. https://conf.iscience.uz/index.php/yumti/article/view/118/110